

Books for Young Learners Teacher Resource

Book Notes



Misty Sleeps

Author Daisy Parker

Illustrator Tony DeLuna

12 pages ■ 56 words

Fountas and Pinnell Level E

Reading Recovery Level 8



Misty Sleeps

SYNOPSIS

A girl's dog is not like other dogs. She prefers to sleep.

WHAT THE BOOK OFFERS

- Realistic narrative fiction
- First person
- Present tense
- Repeated pattern over three pages, with change of structure on third page
- Changes within sentence—verb and noun
- Photographs on final page show model for illustrations and inspiration for story
- Comparison in text and illustrations
- Three illustrations for final sentence
- Apostrophes used for contractions (doesn't) and possessives
- Much of the book is in the negative, requiring attention to text detail

POSSIBLE SKILLS EMPHASIS

- Understanding contractions and possessive apostrophe
- Coping with more than one change within a sentence
- Comparing and contrasting in text and in illustration
- Using a rhythm of prediction and confirmation to work for accuracy

What two things on the cover help us work out and check who we will meet in this book?

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Misty Sleeps (continued)

INTRODUCING THE BOOK

How can you work out the dog's name? What other part of the word helps you check?

And what two things tell us what she does?

What tells us where the story takes place? Is there a word on the cover that enables you to check or confirm that?

FOCUS OF INSTRUCTION

- That pattern of working out what it is and then checking helps a reader know they are really reading what the author wanted them to know.
- Using the pattern of prediction and confirmation established, ensure that the students are using the text as the primary source of cues. This is especially critical on the pages comparing Misty's preference for sleeping with other dogs' activities.
- Page 4: It may be necessary to spend some time helping students understand the apostrophe in "doesn't" and in "Sara's". The distinction could pose a problem for many, especially when the concept of comparison is also introduced on this page, so it is probably sufficient at this level to concentrate on the contraction.

Read the text with your eyes. What did you notice about the second word?

What letter has been left out? What replaces that letter? Notice where that comma sits. When it is above the line near the top of the letters, it is called an "apostrophe."

- Pause briefly to list other contractions, although further work could be done after the reading.

As you read further in the sentence, you will see another apostrophe. That does a different job. When it comes after someone's name, it tells us that something belongs to that person or thing. The dog belongs to Sara.

Page 5: What do you notice in the text on this page that is similar to the text on page 4?

What does Lisa's dog do that Misty cannot do?

And what does Sara's dog do that Misty cannot do?

What does the illustration show about the two dogs? One is . . . and one is . . .

FOLLOWING THE READING

- Revisit contractions and make a list of the most common ones. Display them in the writing corner or add them to the students' individual dictionaries or word lists.
- Discuss the concept of comparison. Revisit what the other dogs did that Misty did not like doing. Relate to things some students do that others don't like doing. Using two columns, students could make a comparison chart (either writing or drawing entries) about things adults can do but that they cannot yet do, or compare animals and themselves. Or, the current topic may provide a good subject for a comparison chart.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Misty doesn't like to do things like other dogs do because she . . . If Misty didn't like to sleep, she would . . .</i>
USE YOUR MEMORY	<i>Name all of the things that the other dogs in the book can do. Name 4 places Misty likes to sleep.</i>
WHAT'S YOUR OPINION?	<i>Why do you think Misty sleeps all the time? Would you take her to the vet because she sleeps so much? Why or why not? Do you think that all dogs should run, play, swim, and shake hands? Why or why not?</i>
BE CREATIVE	<i>Draw pictures of Misty doing tricks and other things that most dogs like to do. Write about your drawings.</i>
VOCABULARY AGENT	<i>How many times do you see the word, 'doesn't' in this book? Which 2 words are put together to make 'doesn't'? Which 2 words are put together to make 'can't'? Which 2 words are put together to make 'isn't'? Which 2 words are put together to make 'wouldn't'?</i>